



Gardner-Webb College

1991-1993 Graduate Catalog

GARDNER-WEBB COLLEGE

GRADUATE CATALOG

1991-1993

Boiling Springs, North Carolina 28017
Telephone 704-434-2361

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Catalog Requirements

The conditions and policies set forth in this catalog have a binding effect upon the College and students for the academic years in which it is in force. The College reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the College accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, sex, age, or handicap.

Calendar

Fall Semester 1991

August 26 (Monday)	Classes Begin
August 30 (Tuesday)	Last Day for Late Registration
October 21-22 (Mon.-Tues.)	Fall Break
November 27-29 (Wed.-Fri.)	Thanksgiving Holidays
December 6 (Friday)	Last Day of classes
December 9-12 (Mon.-Thur.)	Final Examinations

Spring Semester 1992

January 13 (Monday)	Classes Begin
January 17 (Friday)	Last Day for Late Registration
March 2-6 (Mon.-Fri.)	Spring Break
April 20 (Monday)	Easter Break
April 30 (Thursday)	Last Day of classes
May 4-7 (Mon.-Thur.)	Final Examinations
May 9 (Saturday)	Commencement

Summer School 1992

Graduate Program	TBA
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Proposed Calendar 1992-1993

Graduate Program Academic Calendar	TBA
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Introduction to Gardner-Webb

Gardner-Webb College is a coeducational, residential, church-related college on a beautiful campus just outside Shelby at Boiling Springs, North Carolina. The College derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb College is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 20,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Students

Gardner-Webb College, founded by Southern Baptists in 1905, has grown steadily to its current enrollment of over 2000 students. The 1,700 undergraduates come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb College admits students of any race, color, sex, and national or ethnic origin without discrimination.

Programs

Gardner-Webb provides three distinct academic programs: the on-campus undergraduate program; the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges); and the Graduate Program, designed to provide master's level work for teachers. For additional information on the GOAL and on-campus undergraduate programs, see the bulletins for these programs.

Gardner-Webb conducts graduate programs in Forsyth and Surry counties, in addition to the main campus in Boiling Springs.

Faculty

Gardner-Webb College is blessed with a dedicated staff and an excellent faculty; all of the regular graduate faculty hold doctorates in their fields. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have blessed the College with long years of service. In addition to professional staff, the full-time teaching faculty

numbers almost ninety, about twenty-five of whom serve on the graduate faculty.

Academic Calendar

The College's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each.

History

Gardner-Webb College has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving senior college with a growing master's program.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young ... could have the best possible educational advantages under distinctive Christian influence."

In response to the changing educational needs of the area, the institution was transformed into the Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife, Faye Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the College's development was its full accreditation as a senior college in 1971. In 1980 the College began offering a master of arts degree in education. Today Gardner-Webb College offers seven distinct degree programs, a highly qualified faculty teaching in 27 major fields, and a beautiful campus of over 200 acres.

Historically the College has played significant roles in teacher education. Programs of instruction and experiences designed to prepare teachers continue to be major objectives of the College.

Although there have been many changes over the years, Gardner-Webb College remains closely related to the North Carolina Baptist State Convention.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnett, 1936-39; J.R.

Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-.

The Purpose of Gardner-Webb College

The purpose of Gardner-Webb College is to provide learning of distinction in the liberal arts and in professional studies within a caring community based on Christian principles and values.

Preamble:

Gardner-Webb College embodies a central concept of the Judeo-Christian tradition, which emphasizes oneness in plurality. God is one, yet He is experienced as Father, Son, and Holy Spirit. Likewise, we are a community which is at once individual and corporate. Thus, as a family, we recognize the distinctive importance of each member; as members, we recognize the unique importance of the family. We are one family with many members, one institution with many disciplines.

Ultimately, our purpose is rooted in Jesus Christ and is reflected in the words of the Hebrew injunction that He quoted: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. . . . Thou shalt love thy neighbor as thyself" (Matthew 22:37-39).

Gardner-Webb College strives to:

Maintain its commitment to the Christian faith through the Baptist denomination, fostering the conviction that God exists and that He is revealed in Jesus Christ. This community recognizes that no truth can be separate from the ultimate truth of Jesus Christ. This truth, fearing nothing from investigation, is reflected in every discipline.

Instill in its students a dedication to the pursuit of knowledge, developing within the context of its Christian mission a program of critical thinking through a curriculum of liberal arts, pre-professional studies, and professional studies. This intellectual commitment demands academic excellence, moral integrity, intellectual honesty, and recognition of the dignity of each individual.

Engender the belief that Christian growth and academic knowledge inspire service to humanity, encouraging in students a commitment to a life of learning and a dedication to aiding all members of society. Through this service the whole being is fulfilled. The College, as an example of service, dedicates itself to serving its community and the larger world.

Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Education program is approved by the North Carolina Department of Public Instruction. The College is authorized by the immigration authorities of the United States for the training of foreign students.

Campus and Buildings

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years, including the Lutz-Yelton Convocation Center.

Admissions Building was purchased and completely renovated in 1990. The building contains the office of Admissions and Financial Planning.

Blanton House is the residence of the College president. In 1981 the children of George and Ida Wood Blanton gave their family home to the College. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

Communications House was acquired in 1990. Public Information, Sports Information, and Graphics and Publications are all housed in this building.

Hubert M. Craig Building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College. The building houses classrooms and offices for the Education and English departments.

Charles I. Dover Campus Center, constructed in 1966, houses the cafeteria, lounges, the Campus Shop, student government offices, and student development administrative offices. The building is named in memory of Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College.

John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students.

J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the College. Renovated in 1985, the building houses the Davis School of Nursing, the Communication Studies department, and classrooms.

O. Max Gardner Memorial Fine Arts Center, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

E.B. Hamrick Building was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places.

Lindsay Building, completed in 1967, is a three-story, air-conditioned structure. It was named for the late David Lindsay and his wife, Winifred Herbert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, the Religion and Psychology departments, and classrooms.

Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. Also included in the Center is the Paul Porter Arena, which seats 4,500 for basketball games and various meetings. Classrooms, offices for faculty and coaches, racquetball courts and athletic training facilities complete the Center.

Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

Reception Center contains a visitors' center, the Safety and Security Offices, and student publications.

Ernest W. Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses faculty offices.

Webb Administration Building was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Faye Webb) Gardner, her parents, grandparents, and great-grandparents. The building houses administrative offices, including the office of the president. In front of the Webb Building is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

Craven E. Williams Observatory, named in honor of the ninth president of the college, was built in 1989.

A.T. Withrow Mathematics and Science Building, named in memory of A.T. Withrow of Charlotte, a benefactor of the College, has facilities for biology, chemistry, physics, and mathematics.

Additional buildings on campus provide facilities for faculty offices, residence halls, and maintenance.

Visitors' Information

Visitors to Gardner-Webb College are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb College is in the town of Boiling Springs, N.C., a community just outside Shelby. The College is only thirteen miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the College is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361.



Admissions and Finances

Admission Procedures

Gardner-Webb College operates on the Rolling Admissions Plan. Completed applications are acted upon and the applicant notified within three weeks. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications. Although an interview is not required for admission (except for counselor education) to Gardner-Webb, campus visits are encouraged. Gardner-Webb College admission packets are available from the Graduate Office of the College.

Applicants must meet the College's standards as to intellectual promise, and emotional and social stability. Gardner-Webb College seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Students may enter at the beginning of any semester or summer term.

To apply for initial admission to graduate study, the applicant should:

1. Submit an application to the Graduate Studies Office, Gardner-Webb College. A \$20 non-refundable processing fee is required.
2. Arrange for two official transcripts of all previous academic work beyond the high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Graduate Studies Office. Such information is released only at the request of the applicant.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Core Battery III-Professional Knowledge and Specialty Area), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5. Provide evidence of Class A North Carolina Teacher certification or equivalent.

When all documents have been received, they will be evaluated by the Director of Graduate Studies and the applicant will be notified of the decision. Prospective counseling majors must schedule an interview with the appropriate major adviser before formal admission. Students are notified of their admission status within three weeks after completing the admissions process. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason.

Types of Admission Status

Admission for graduate study at Gardner-Webb College is granted in the following categories.

Full Admission

An applicant who meets all criteria for admission to the Master of Arts degree program is granted full admission. These requirements include the following: a bachelor's degree from an accredited institution of higher learning with a minimum 2.50 grade point average; a Class A teaching certificate or equivalent for those who are pursuing a graduate degree leading to G-level certificate; satisfactory scores on either the Graduate Record Examination, National Teachers' Examination or the Miller Analogies Test; and three positive letters of evaluation.

Provisional

An applicant who does not meet the formal requirements for full admission to a degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to his/her admission before being granted full admission. Deficiencies may include lack of undergraduate course prerequisites, low test scores, low undergraduate grade point average, or the need to complete student teaching or teacher certification. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted.

Special

A student entering the Graduate Program to take courses for professional or career enhancement as a non-degree seeker is granted special admission. A maximum of six semester hours may be taken as a special student and applied toward a master of arts degree at Gardner-Webb.

Initial "A" Certification: Applicants who hold a baccalaureate degree but who do not hold a North Carolina "A" Teacher's Certificate or its equivalent may apply for admission as Special Students to the approved Program for Teacher Certification. The Department of Education and by the appropriate department offering the specialty studies will evaluate all undergraduate work.

"G" Certification: In some programs, students may pursue "G" (graduate) level certification without pursuing a graduate degree. Applicants who have earned a master's degree and who wish to earn a "G" certificate in an additional area of specialization may apply for admission as Special Students. An evaluation of undergraduate and graduate work is required to determine courses necessary for "G" certification.

Public School Personnel: Public school teachers applying for the first time for courses solely for "A" Certificate renewal credit may be admitted as Special Students by completing the Graduate School application form and by presenting an official transcript showing completion of the bachelors degree. If, however, credit is to be applied to a graduate degree, the student must make specific application for this credit before the completion of six hours, as well as meet all requirements for admission as a Graduate Degree Student. Public school teachers and administrators applying for the first time for courses solely for "G" Certificate renewal credit may be admitted as Special Students by completing the Graduate School application and by filing an official transcript showing completion of the master's degree.

Transient

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an application for admission and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

Auditor

With the approval of the instructor and the Director of Graduate Studies, a student may enroll for a graduate course as an auditor. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. An auditor's fee is required.

Applicant

An applicant to the Graduate Program may be granted permission to register for one semester of course work prior to the completion of the admission procedure. Credit earned will be considered graduate level work but may not be counted toward a Master of Arts degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed. All supporting documentation must be submitted and assessed in order for the student to register for a second term of course work.

Transfer of Courses for Graduate Credit

With the approval of the chair of the major department and the Director of Graduate Studies, a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a graduate degree at Gardner-Webb. A maximum of three semester hours may be transferred for certification in school administration, and a maximum of nine hours into the counselor education program. Students currently enrolled in a graduate degree program at

Gardner-Webb must have prior approval to take courses from another institution for transfer credit.

The primary purpose of the transfer of credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter our program. Permission is granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the college to approve a course for transfer than to offer the course by special arrangement.

Students who earned a bachelor's degree at Gardner-Webb College may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the Class A certificate. Senior or graduate level courses that did not contribute toward the bachelor's degree or initial certification may, at the discretion of the department chair, count toward the master's degree or Class G certificate.

Readmission of Former Students

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. No application fee is charged for readmission.

Cost of Instruction

Cost is \$115 per semester hour for graduate credit for the 1991-1992 academic year. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Refund Policy

Registration in the College is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb College to give limited refunds in the event students Officially Withdraw from classes in the Graduate Program. In order to make a course adjustment (withdrawal), students must contact the registrar by phone. Students will receive a copy of the completed course adjustment form. Withdrawal must be completed prior to the end of the semester in order to officially withdraw.

Refunds will be computed on total charges for tuition, but not on textbook and fees. Students leaving school for disciplinary reasons will not be eligible for any refund and will be liable for the entire semester's charges.

Refund Schedule

1. A full refund will be given provided the student officially withdraws prior to the first official class meeting.

2. A full refund less \$50 will be given to a student who does not attend a class but waits until after the first class meeting to officially withdraw. Attendance will be based upon the instructor's records.
3. When official withdrawal occurs within
 - 7 calendar days of date class begins, refund 75%
 - 14 calendar days of date class begins, refund 50%
 - 21 calendar days of date class begins, refund 25%

Note: The term "refund" actually denotes a reduction in assessed charges. Actual refunds are available only to those having paid accounts. Refunds for students receiving federal, state, or institutional financial aid will be made in accordance with the regulations governing the respective programs. Leaving the College without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from taking final semester exams. A student will not be allowed to participate in commencement exercises or to receive a diploma, nor will transcripts and/or grades be released, until all financial obligations are satisfied. Financial obligations include, but are not limited to, student account balances, parking fines, library fines, and returned checks.

Financial Aid

Some school systems assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Guaranteed Student Loans are also available to graduate students. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

Fellowships, Scholarships, and Assistantships

Financial assistance in the form of fellowships, scholarships, and assistantships is available on a limited basis to on-campus graduate students. Inquiries should be made with the department in which the student intends to enroll.

Policies for Fellowships and Scholarships

1. Recipients must be admitted to a graduate degree program.
2. Applications for fellowships and/or scholarships must be obtained from and submitted to the Director of Graduate Studies who will appoint a committee to assist in the selection of the recipients.
3. Recipients of awards may be new or continuing graduate students.
4. Recipients of fellowships and/or scholarships must be full-time students.

5. The Graduate Council must be informed of all awards including names, financial grants, and specific duties or requirements for each award.

Policies for Assistantships

1. Applications for assistantships must be obtained from and submitted to the department chair of the appropriate department.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load.
3. Requests for assistantships shall be submitted to the Director of Graduate Studies from the individual departments.
4. Each department will select the individual recipients of the awards.
5. Recipients of fellowships and/or scholarships may also receive assistantships.
6. Individual assistantship contracts must be re-evaluated yearly.
7. Service related to assistantships should follow the academic schedule and may not exceed 25 hours per week. Graduate assistants are not permitted to have additional work responsibilities assigned by any other department of the college.



Academic Information

Gardner-Webb College offers the Master of Arts (M.A.) degree in the following areas: Elementary Education (K-6), School Administration (K-12), English Education, Social Studies Education, School Counseling (K-12), Physical Education (K-12), and Agency Counseling.

The courses are offered in evenings and during summer months to accommodate the schedules of working teachers. Courses are offered on-campus and at several off-campus locations in North Carolina. Off-campus courses are offered in a cluster format which brings all course work to the off-campus site except for class meetings at a library facility. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites (defined as holding a Class A certificate in an appropriate area), the program consists of 30 semester hours (except School Administration, 33; School Counseling, 48; and Agency Counseling, 48).

Course Registration

Registration includes academic advising, selection of courses and payment of fees. During preregistration, each student should consult with his or her academic adviser on course selection and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all College graduation requirements are met.

A student will not receive credit for any course for which registration has not been completed. Unless the student and his or her adviser consider it essential, a student should not change the schedule after registration.

Late Registration

A student must register according to the information given at preregistration. Students who register after the published mail-in deadline must pay a \$40 late registration fee. Students may register for a course after the first class meeting only with the prior approval of the instructor and the Director of Graduate Studies.

Dropping, Adding, and Changing Courses

Changes in a student's schedule may be made by telephoning the Registrar's Office. The Director of Graduate Studies, Financial Planning, Business Office, and the adviser are notified of the change. A fee will be charged unless the change is requested by the administration.

When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a

“WP” (withdrew passing) or “WF” (withdrew failing) is assigned by the professor based upon an assessment of the student’s work to date in the course. No hours attempted are recorded for “W” and “WP” grades.

The last day for dropping an individual course is four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Academic Advising

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled each semester for all graduate students. It is the student’s responsibility to meet with the adviser at the scheduled session or to make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured fully-accepted students who remain continuously enrolled. Course scheduling, however, may prevent acceleration of the completion of degree requirements. Other schedule options are available.

Academic Load

A full load is six semester hours during the summer term and three semester hours during each regular semester. Students enrolled for these course loads are thus eligible for financial aid (physical education, agency counseling, and school counseling majors usually take six hours during each term).

Auditing Courses

Any Gardner-Webb College student may audit a course for a nominal charge. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations.

Library Privileges

Student identification cards are prepared at the time of registration. These cards are necessary in order to use the Gardner-Webb library and other facilities where identification is required. Currently enrolled students may check out materials, use interlibrary loan, etc. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check out privileges.

Service Policy for Graduate Students at Winston-Salem State

The following agreement has been reached to assist Gardner-Webb graduate students attending the Forsyth and Surry centers.

1. An annual fee of ten dollars (10.00) per person will be charged by Winston Salem State University for check out privileges.
2. Valid identification verifying current enrollment at Gardner-Webb College must be presented at the time of application. A card with an identifying bar code and the patron's address will be maintained at the Circulation Desk. An identification card such as a driver's license should be presented for all subsequent circulation transactions.
3. Books from the main collection are checked out for three weeks or until the end of the academic term for Winston-Salem State University, whichever comes first. Items in the reserve collection may be used within the library only.
4. Fines accrue at 5 cents per day; abuse of overdue and fine regulations will result in loss of check out privileges.
5. Patrons are notified once each month of overdue items. Unpaid fines and lost charges will be forwarded to Gardner-Webb College for collection.
6. Check out of heavily used materials may be restricted at the discretion of the library staff.
7. Lost book charges include 75% of the book replacement cost plus a two-dollar handling fee.
8. Changes in address must be reported to the O'Kelly Circulation staff.
9. Periodicals, reference books and other non-circulation materials may NOT be borrowed for outside use.
10. Online database searches may be requested at the Reference Desk. No guarantee is made that pertinent citations will be retrieved during such searches, although every effort is made to construct effective search strategies. The patron is responsible for all database charges incurred during searches on his or her behalf.
11. LINCNET connections to the online catalogs of other libraries in the University of North Carolina system may be arranged by contacting the Reference Department Staff.

Class Attendance Policy

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Students are required by college policy to attend a minimum of 75% of the scheduled class meetings. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or

foreseeable personal circumstances must be negotiated with the professor before the absence and plans made for completing course work missed.

Examinations and Reports

Comprehensive final examinations are required in every course at the end of the semester. The only exceptions are courses which require major research papers as the primary activity of the course. A student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the professor. If the student is excused, the grade will be recorded as Incomplete.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Grades and Reports

Grading Systems and Quality Points

Graduation is dependent upon quality as well as upon quantity of work done.

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted	Quality Points
	Per Credit Hour	Per Credit Hour
A - Superior	1	4
B - Satisfactory	1	3
C - Passing	1	2
F - Failing	1	0
I - Incomplete	1	0
W - Withdrew without penalty	0	0
WP - Withdrew passing	0	0
WF - Withdrew failing	1	0

An I is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until mid-term of the following semester to complete the course work and remove the I; otherwise an F will be automatically assigned by the Registrar's Office.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term. After the first four weeks of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

Retention Policy

A student must have an average of 3.0 overall to be awarded the M.A. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 over-all, the Director of Graduate Studies will notify the student, adviser, chair of major department, and the Graduate Council of the termination of the student's program.

Transcripts

The Registrar will furnish transcripts of credit upon written request. One official transcript is provided to each student without charge. Subsequent copies are \$3 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Academic Appeals

Any student may appeal an academic decision by first appealing to the professor making the decision. If the problem is not resolved satisfactorily, the student may then appeal to the department chair, the Director of Graduate Studies, the Dean of Academic Affairs, and the Graduate Council, in that order. All academic appeals must be made in writing. No more than eighteen months may elapse between the decision being appealed and the official appeal.

Progress Review

When the student has earned between 15 and 21 hours credit, the student should schedule an appointment with the adviser to review progress to date and to determine additional work to be completed for the degree.

Comprehensive Examinations

The successful completion of a comprehensive examination is required for all candidates for the master of arts degree. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions related to the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.
2. Only written comprehensive examinations are administered.
3. Successful completion of the comprehensive examination is a requirement for graduation and is not a part of any existing course structure.
4. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chair of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the Office

of Graduate Studies and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.

5. Students who fail the comprehensive examination may be re-tested on the failed portion(s) of the examination after a minimum of two weeks from the date of the first examination. Students who fail the comprehensive examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination. Comprehensive examinations may be taken only three times.

Application for Degree

A student must apply for the Master of Arts degree during the first week of the final term of study. An appointment should be made with the adviser who will provide appropriate forms to be filled out to obtain the degree. The adviser will validate the information on the application and submit it to the department chair, who in turn will submit all applications for graduation to the Director of Graduate Studies. A \$45.00 application for graduation fee is required; this includes the academic regalia, diploma, and administrative costs.

Application for Graduate Certification

An application for the North Carolina "G" certificate must be filed with the Chair of the Department of Education who may assist the students in planning their program of study so that North Carolina certification requirements may be met. With the exception of the school counseling program, one must hold, or be eligible to hold, an "A" certificate before applying for "G" certification. Gardner-Webb will not recommend students for a "G" certification unless they have completed an approved program. Students pursuing graduate and undergraduate level certification must meet the requirements for both levels of certification. An application fee is required. Certified checks must be made payable to the Division of Teacher Certification, North Carolina Department of Public Instruction. Official transcripts of any transfer credits applied toward the Master of Arts degree at Gardner-Webb must be submitted both to the Department of Education and the Office of Graduate Studies. These transcripts will be sent to the State Department of Public Instruction with the application for Graduate Certification.

Commencement Exercises

Gardner-Webb conducts commencement exercises at the conclusion of the spring semester and at the conclusion of summer school. Each candidate for a degree must be present for rehearsal and for the conferring of degrees. The College is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Director of Graduate Studies.

Student Life

Students enrolled in the Graduate Program at Gardner-Webb College are typically working teachers. Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and are entitled to attend campus events, receive campus publications, and request services which are offered to students at Gardner-Webb. Services offered include guidance and counseling, placement services, and the delivery of textbooks from the Campus Shop to off-campus centers. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

Graduate Student Representation on the Graduate Council

Graduate students in each department offering graduate programs are represented each year on the Graduate Council. Only one of the departmental representatives, however, has voting privileges on the council. Voting privileges alternate between departments. In 1991-1992, the voting representative will come from the Department of Education.

Student Rights, Responsibilities, and Expectations

Gardner-Webb College is a community of volunteers—no one is required to work or enroll without his or her full consent. Faculty and staff are invited to work in and students are invited to join the academic community. For all who work, study, and learn at the institution, there are college rules and regulations which should be viewed as contributing to the common good of the community. As an institution of Christian higher education, it is hoped that the community will be a place where students, faculty and staff will become more humane and Christ-like. When this happens, a concern for the common good and community will develop rather than a selfish individualism concerned only for the interests of a particular person.

For the student, reasonable rules, regulations and expectations should be viewed as necessary for creating a positive and healthy environment conducive to a living and learning community. It is hoped that students who voluntarily join the community will develop a loyalty and a commitment to it.

A prohibited behavior code describes what the college does not tolerate. The Board of Trustees has approved minimum penalties for some of the prohibited behaviors. It is hoped that students will view the prohibited behaviors as reasonable ones which can be avoided with little effort. Furthermore, by voluntarily enrolling at Gardner-Webb, it is

understood that the student accepts and agrees to abide by college rules, regulations and expectations.

The Student Handbook describes the prohibited behavior and the judicial process should a student become engaged in this kind of behavior. The college guarantees fundamental fairness to the student who is accused of involvement in prohibited behavior. A copy of the latest edition of the Student Handbook is available upon request.

Gardner-Webb College supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances such as, but not limited to, the following:

Narcotics (heroin, morphine, etc.)

Cannabis (marijuana, hashish, etc.)

Stimulants (cocaine, diet pills, etc)

Depressants (tranquilizers, etc.)

Hallucinogens (PCP, LSD, "designer drugs," etc.)

Designer Drugs (MDA, MDMA-known as "ecstasy," ice, etc.)

Alcohol

is prohibited by students on Gardner-Webb College's property or as any part of the College's activities. As a condition of enrollment, Gardner-Webb College students will abide by these terms.

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action--up to and including expulsion from the College and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency--will be taken. More specific penalties are outlined in the Gardner-Webb College Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
3. Local, state, and federal laws prohibit the unlawful possession and distribution of illicit drugs and alcohol. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the Department of Safety and Security.
4. A booklet describing the health risks associated with the use of illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through

the College's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.

Cultural Life

Each year a variety of programs is offered for the cultural and intellectual enrichment of campus life.

The Department of Fine Arts brings outstanding artists and performers to the campus during the year. The Student Entertainment Association and the Student Government Association also schedule a number of events. Distinguished scholars in various fields are invited to the campus each year to provide lectures and seminars for the enrichment of the academic program.

There are also recitals in the Dover Theatre and in the O. Max Gardner Fine Arts Building by members of the Fine Arts Department faculty and advanced students in music. Several choral and orchestral concerts are scheduled.

Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the College's cultural offerings.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. The Director of Counseling and the College Minister are available for counseling.

Career Planning and Placement

The Placement Office, located in the Charles I. Dover Campus Center, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the students.

Campus Shop

The Campus Shop, located in the Charles I. Dover Campus Center, provides all books and materials needed by graduate students for their courses of study. Textbooks are delivered to students at off-campus centers.

Registration of Automobiles

All automobiles must be registered with the Security Office during registration for classes for students attending classes on the main campus in Boiling Springs. The current registration fee is \$25.00 for the calendar year (beginning in the fall and running through the following summer term). A \$5.00 registration fee is required for students attending summer school only. A decal is issued for each automobile.



Graduate Program and Courses of Instruction

The Master of Arts in Education Program enables educators to enhance their knowledge in the respective fields of study and to improve professional skills. The program is designed to relate to the in-service needs of educators in both theory and practice. As an experienced practitioner, the graduate student can synthesize and intergrate new information derived from research and practice in the field of study. The opportunity to actively participate in the program allows the educator to further develop those competencies essential to effective teaching and continuous self improvement, thus exemplifying the goal of the life-long learner.

Upon completion of the graduate program, the student will be recommended for the North Carolina Class G Teaching Certificate in the appropriate certification area.

Elementary Education (K-6)

The Elementary Education (K-6) program is designed to include thirty semester hours in three components: professional, instructional, and subject specialization.

Program Goal and Objectives

The goal of the degree programs in Elementary Education (K-6) is to offer capable students the opportunity for advanced study and research in a specific area of specialization.

The Elementary Education program is designed to meet the following program objectives:

1. Provide a foundation in philosophy of education, curriculum development, and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials.
3. Assist teachers in the development and implementation of diagnostic, prescriptive, and evaluative skills for classroom application.
4. Foster the development of the ability to interpret and implement the results of educational research in the elementary classroom.
5. Provide advanced preparation in a specific area of specialization.

Elementary Education (K-6)**A. Professional Component (12 semester hours)**

EDUC 600 Philosophical Foundations of Education 3 hrs.
 EDUC 610 Curriculum Development 3 hrs.
 EDUC 620 Methods of Research 3 hrs.
 PSYC 600 Educational Psychology 3 hrs.
 or
 EDUC 614 Measurement, Assessment, and Evaluation 3 hrs.

B. Instructional Component (9 semester hours)

EDUC 615 Strategies of Teaching 3 hrs.
 EDUC 625 Diagnostic Procedures in the Teaching of Reading and Content 3 hrs.
 EDUC 685 Seminar in Elementary Education 3 hrs.

C. Subject Specialization (9 semester hours)

Complete three courses from the selected area

Language

EDUC 500 Language Arts and Children's Literature 3 hrs.
 EDUC 655 Advanced Children's Literature 3 hrs.
 EDUC 658 Foundations of Writing Instruction 3 hrs.
 ENGL 659 The Teaching of Writing 3 hrs.

Health Education

HLED 500 Comprehensive Health Education 3 hrs.
 HLED 501 Drug/Alcohol Education 3 hrs.
 HLED 531 Problems in Health Education 3 hrs.
 HLED 604 Teaching Strategies in Health Education 3 hrs.

Physical Education

PHED 500 Current Trends in Elementary Physical Education 3 hrs.
 PHED 531 Problems in Physical Education 3 hrs.
 PHED 604 Teaching Strategies in Physical Education 3 hrs.
 HLED 500 Comprehensive Health Education 3 hrs.

Social Studies

EDUC 608 Readings in Social Studies Education 3 hrs.
 SSED 500 Social Studies for Elementary Education 3 hrs.

SSED 601	Current Events 3 hrs.
HIST 601	North Carolina History 3 hrs.
HIST 602	Europe and the U.S.S.R. in the 20th Century 3 hrs.
HIST 604	Topics in United States History 3 hrs.
GEOG 600	Cultural Geography 3 hrs.

English Education (9-12)

The Departments of Education and English jointly offer a graduate program in English Education (9-12) which leads to a Master of Arts in Education in 9-12 English Education and a North Carolina Class G Teaching Certificate.

Admissions standards are the same as those for entry into other graduate programs at Gardner-Webb, except students must possess a teaching certificate in 9-12 English. Students who do not meet these standards will be evaluated on an individual basis.

Program Goal and Objectives

The overall goal of the program is to prepare 9-12 English teachers to become more effective teachers. More specifically, the program, in accordance with State Department guidelines, is planned so that teachers will be able to:

1. Develop a sound philosophy of teaching English.
2. Create a curriculum based on current research and theory in the teaching of English.
3. Understand, interpret, conduct, and apply research in the teaching of English.
4. Develop and practice methods of planning, teaching and evaluating courses, units, and lesson plans in English.
5. Become better writers and teachers of writing.
6. Understand language (linguistics, psycho- and socio-linguistics, dialect, rhetoric, grammar, etc.).
7. Increase content-area knowledge through various literature courses.
8. Develop skills in literary criticism and response to literature.
9. Experience minority cultures through a contemporary literature course.
10. Develop knowledge about adolescent literature, as well as its availability, quality, and use.

English Education (9-12)

A. Professional Component (6 semester hours)

EDUC 602	Philosophical and Curricular Foundations of Education 3 hrs.
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EDUC 621 Research in English Education 3 hrs.

B. Instructional Component (6 semester hours)

EDUC 616 Methods of Teaching English 3 hrs.

ENGL 691 Seminar in Culture and Literary Expression 3 hrs.

C. Content-Area Component (18 semester hours)

ENGL 649 American Literature: Its Masters and Masterpieces 3 hrs.

ENGL 651 Major British Writers of the 19th Century 3 hrs.

ENGL 653 Contemporary Trends in Literature 3 hrs.

ENGL 655 Adolescent Literature 3 hrs.

ENGL 657 History and Development of the English Language 3 hrs.

ENGL 659 The Teaching of Writing 3 hrs.

Social Studies Education (9-12)

The Social Studies Program is designed to include thirty semester hours in three components: professional, instructional, and specialty area. Students must possess a teaching certificate in 9-12 Social Studies. The program is a closed group program, with a single point of entry.

Program Goal and Objectives

The overall goal of the program is to prepare 9-12 social studies teachers to become more effective teachers. More specifically, the program, in accordance with the State Department guidelines, is planned so that teachers will be able to:

1. Develop a sound philosophy of teaching social studies.
2. Create a curriculum based on current research and theory in the teaching of social studies.
3. Understand, interpret, conduct, and apply research in social studies.
4. Develop and practice methods of planning, teaching, and evaluating courses, units, and lesson plans in social studies.
5. Examine and be prepared to teach about cultures other than their own.
6. Broaden their understanding of peoples and places in an increasingly interdependent world.
7. Increase knowledge and understanding in history, geography, economics, and political science by taking courses in these disciplines.
8. Increase knowledge and understanding of minority cultures by studies in cultural pluralism.
9. Develop geographical skills.
10. Develop problem-solving skills.
11. Increase knowledge of current events.

12. Increase understanding of the traditions of law in democratic societies.

Social Studies Education (9-12)

A. Professional Component (6 semester hours)

EDUC 600 Philosophical Foundations of Education 3 hrs.

EDUC 622 Research in Social Studies Education 3 hrs.

B. Instructional Component (6 semester hours)

EDUC 617 Social Studies Teaching Strategies 3 hrs.

EDUC 692 Seminar in Social Studies Education 3 hrs.

C. Specialty Area (18 semester hours)

HIST 601 North Carolina History 3 hrs.

HIST 602 Europe and the U.S.S.R. in the 20th Century 3 hrs.

HIST 603 Africa and Asia: A Geopolitical Survey 3 hrs.

HIST 604 Topics in United States History 3 hrs.

ECON 600 Economics in World Perspective 3 hrs.

GEOG 600 Cultural Geography 3 hrs.

POLS 600 Civil Liberties 3 hrs.

SSED 601 Current Events 3 hrs.

School Administration (K-12)

The major emphasis of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders. A minimum of three years of successful experience as a classroom teacher is required for entry into this program. Those with bachelor's degrees may enter the two-year program leading to a master of arts degree in school administration (K-12), which is a 33 semester hour program including a 3 hour internship. Those already possessing master's degrees in various other areas of teacher education may apply to the school administration program for the purpose of obtaining certification in principalship. A transcript evaluation is necessary to determine the number of additional courses required, but 21 semester hours is the norm.

Program Goal and Objectives

The goal of the Master of Arts degree in School Administration (K-12) is to develop educational leaders through courses, research, seminars, and internships. The School Administration program is designed to meet the following program objectives for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement.

2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop the capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

School Administration (K-12)

A. The Learner Component (6 semester hours)

EDUC 620	Methods of Research 3 hrs.
PSYC 600	Educational Psychology 3 hrs.

B. Curriculum and Instruction Component (6 semester hours)

EDUC 610	Curriculum Development 3 hrs.
EDUC 615	Strategies of Teaching 3 hrs.

C. Administration Specialization (21 semester hours)

SADM 618	Educational Leadership 3 hrs.
SADM 640	Introduction to Educational Administration 3 hrs.
SADM 650	School Law 3 hrs.
SADM 655	School Finance and Budgeting 3 hrs.
SADM 660	The Principalship 3 hrs.
SADM 665	Supervision of Instruction 3 hrs.
SADM 695	Internship and Seminar 3 hrs.

Department of Psychology

Graduate Counseling Programs

The Department of Psychology offers two graduate counseling concentrations, one in agency counseling, which prepares students to work in public and private agency settings, and one in school counseling, which prepares students to work as counselors in public and private schools. Both programs consist of forty-eight semester hours of graduate level work distributed among professional, subject, and applied component areas.

Courses in the school counseling program are offered on a rotating basis so that students may be admitted at the discretion of the faculty.

School Counseling (K-12)

Graduates of this program will possess the competencies and skills essential for effective participation in and administration of school counseling programs. Graduates will be recommended to the Department of Education for G-level certification in school counseling. The program stresses developmental as well as preventative and remedial services to students, parents and staff and places strong emphasis on the acquisition of knowledge and the development of skills and competencies needed to fulfill the diverse roles played by school counselors.

Recognizing the importance of qualities required for the development of competencies leading to a successful career in school counseling, the following standards are deemed essential for admission to the Master's program in school counseling:

1. Bachelor's degree from an accredited institution of higher education. Student must arrange for two official transcripts of all previous academic work beyond the high school to be sent directly from each institution attended.
2. Satisfactory test scores on one of the following tests:
 - a. National Teachers Examination
 - b. Graduate Record Examination
 - c. Miller Analogies Test
3. Three positive letters of evaluation
4. An interview with faculty members

Students are admitted who meet requirements and have a background in psychology, education, or associated fields. Each student's transcript and experience will be individually evaluated to determine any areas needing further development. Identified deficiencies will be remediated so that, at the conclusion of the program, all the necessary competencies will have been attained by each student, regardless of undergraduate background.

Program Objectives

A goal of the degree program in school counseling is to meet the following objectives:

1. Preparation for leadership in and implementation of school counseling programs consisting of individual and group counseling, group processes, consultation, coordination, assessment, and career development, as well as other developmental, preventative, and remedial services for students, parents, and staff.
2. Providing advanced study in human growth and development, social and multi-cultural considerations influencing the counseling process, assessment, and research.

3. Knowledge of philosophical bases, theoretical foundations, and skills of the helping relationship.
4. Development of techniques for lifestyle and career development and counseling as well as the ability to organize and coordinate a comprehensive career guidance program.
5. Emphasis on professional organizations in the field, codes of ethics, and legal considerations.
6. Provision of supervised skill development experiences which include course-specific experiences as well as both practicum and internship. The program has a strong applied emphasis.

School Counseling Courses:

A. Professional Component (9 semester hours)

EDUC 600	Philosophical Foundations of Education	3 hrs.
EDUC 614	Measurement, Assessment, and Evaluation	3 hrs.
EDUC 620	Methods of Research	3 hrs.

B. Subject Component (30 semester hours)

PSYC 621	Crisis Intervention Counseling	3 hrs.
PSYC 640	Advanced Psychology of Human Development	3 hrs.
PSYC 650	Psychoeducational Issues in Counseling	3 hrs.
CEDU 610	Theory and Practice of Counseling	3 hrs.
CEDU 615	The Helping Relationship	3 hrs.
CEDU 618	Counseling Services	3 hrs.
CEDU 625	Group Counseling	3 hrs.
CEDU 640	Consultation	3 hrs.
CEDU 645	Life/Career Planning	3 hrs.
CEDU 650	Legal and Ethical Issues in Counseling	3 hrs.

C. Applied Component (9 semester hours)

CEDU 675	Practicum in School or Agency Counseling	3 hrs.
CEDU 695	Internship in School or Agency Counseling	6 hrs.

Agency Counseling Program

Agency counseling is a professional counseling specialty which involves the application of principles of psychotherapy, human development, learning theory, group dynamics and the assessment of mental illness and dysfunctional behavior. Agency counseling includes the practice of prevention, early intervention, and treatment of mental and emotional disorders in individuals, families, and/or groups and

consultation and education to community groups interested in promoting healthy lifestyles within the community.

Program Objectives:

The goals of the agency counseling program include the following objectives:

1. Preparing the student for the role of an agency counselor through a comprehensive program consisting of psychodiagnostics, individual and group counseling, group processes, advanced clinical methods, consultation, assessment, agency counseling, and professional development.
2. Providing advanced preparation in human growth and development, assessment, and research.
3. Developing philosophical understanding and professional skills required for the helping relationship.
4. Emphasizing professional development, an underlying code of ethics, legal considerations, and standards of professional conduct.
5. Providing supervised practice in agency settings.

Criteria for Admission

The requirements for the role of an agency counselor are personal as well as intellectual. Recognizing the need to accept students who have the greatest likelihood of success within this role, the following standards will be used for admission to the agency counseling program.

1. Bachelor's degree from an accredited institution of higher education with a minimum of a 2.7 grade point average.
2. A minimum of 18 hours of psychology or related areas to include introductory, abnormal, personality theory, developmental, learning theory, assessment, and research.
3. Satisfactory test scores on either the Graduate Record Examination or the Miller Analogies Test.
4. Three positive letters of reference.
5. Screening by a minimum of two faculty within the program.

If there are deficiencies in the applicant's educational background, but the faculty judge the applicant suitable for acceptance, the individual will be allowed one year within which to make up the deficiencies.

Agency Counseling Degree Requirements:

PSYC 601	Psychodiagnostics 3 hrs.
PSYC 621	Crisis Intervention Counseling 3 hrs.
PSYC 630	Agency Counseling 3 hrs.
PSYC 640	Advanced Psychology of Human Development 3 hrs.

PSYC 645	Advanced Clinical Methods 3 hrs.
PSYC 650	Psychoeducational Issues in Counseling 3 hrs.
CEDU 610	Theory and Practice of Counseling 3 hrs.
CEDU 615	The Helping Relationship 3 hrs.
CEDU 625	Group Counseling 3 hrs.
CEDU 640	Consultation 3 hrs.
CEDU 650	Legal and Ethical Issues in Counseling 3 hrs.
EDUC 620	Methods of Research 3 hrs.
EDUC 614	Measurement, Assessment and Evaluation 3 hrs.
CEDU 675	Practicum in School or Agency Counseling 3 hrs.
CEDU 695	Internship in School or Agency Counseling 6 hrs.

Physical Education (K-12)

The Physical Education (K-12) program is designed to include thirty semester hours in three components: professional, subject, and elective. The primary focus of the program is teaching excellence. The program offers twelve hours of academic work which may be programmed to meet the needs of the individual student.

Program Goal and Objectives

The goal of the Master of Arts in Physical Education (K-12) is to develop excellence in teaching through courses, research, experiences, and pedagogical practices.

To attain the goal of the Master of Arts program in Physical Education (K-12), the following program objectives are indicated:

1. Provide advanced preparation in the field of physical education teaching.
2. Develop skills essential for research and investigation of various aspects of physical education.
3. Develop skills and understanding of numerous methods, techniques, and approaches used in teaching physical education.
4. Foster development of individual potential for becoming optimally effective as physical educators.

Physical Education (K-12)

A. Professional Component (6 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 610	Curriculum Development 3 hrs.

B. Subject Component

1. Required--Physical Education (12 semester hours)

PHED 602	Research in Physical Education 3 hrs.
PHED 603	Scientific Principles of Physical Education 3 hrs.
PHED 604	Teaching Strategies in Physical Education 3 hrs.
PHED 606	Seminar-Future Directions in Physical Education 3 hrs.

2. Select (6 semester hours from Major Track)

PHED 500	Current Trends in Elementary Physical Education 3 hrs.
PHED 501	Foundations of Physical Education 3 hrs.
PHED 531	Problems in Physical Education 3 hrs.
PHED 600	Physical Education for Special Populations 3 hrs.
PHED 601	Psychology and Sociology of Sports 3 hrs.
PHED 605	Practicum in Physical Education 3 or 6 hrs.
PHED 607	Supervision of Physical Education 3 hrs.

C. Elective Component (6 semester hours)

Choose 6 hours from above, below, or from another discipline.

HLED 500	Comprehensive Health Education 3 hrs.
HLED 501	Drug/Alcohol Education 3 hrs.
HLED 502	Sexuality/Sex Education 3 hrs.
HLED 531	Problems in Health Education 3 hrs.
HLED 600	The School Health Program 3 hrs.
HLED 604	Teaching Strategies in Health Education 3 hrs.
HLED 605	Practicum in Health Education 3 or 6 hrs.
HLED 607	Supervision of Health Education 3 hrs.
HLED 608	The School Health Coordinator 3 hrs.

Description of Courses

Counselor Education

610. Theory and Practice of Counseling 3 semester hours
 An introduction to the theoretical bases and approaches to counseling, including psychoanalytical, behavioral, humanistic, and cognitive theories and the process of counseling within these approaches.

615. The Helping Relationship 3 semester hours
 Analysis and development of the basic helping skills including counselor and client characteristics, listening skills, action skills, goal setting, evaluation of outcome, and application of techniques from the humanistic, behavioral, cognitive, family systems, and psychoanalytic systems of psychotherapy for youth and adults.

618. Counseling Services 3 semester hours
 Training in areas of accountability including the development, maintenance, evaluation, and improvement of counseling services as well as the interrelationship of the guidance program and the total school program. Working with staff, parents and community resources is also emphasized.

625. Group Counseling 3 semester hours
 This course is designed to develop understanding of theories, stages, techniques, leadership and member roles in the group process. The course will utilize a combination of didactic, experiential and laboratory approaches to achieve these objectives.

640. Consultation 3 semester hours
 The many roles of the counselor as consultant including models, skills, and processes as well as evaluation of techniques and communication skill development.

645. Life/Career Planning 3 semester hours
 Philosophy, theory, and research in career development and vocational choice processes. Emphasis is placed on use of a variety of assessment instruments, computer programs, and print resources.

650. Legal and Ethical Issues in Counseling 3 semester hours
 A study of selected basic legal principles necessary for good practice as well as current legal and ethical issues confronting counselors with an emphasis on issues in the contemporary practice of counseling.

675. Practicum in School or Agency Counseling 3 semester hours
 A supervised field experience providing interaction and experience working with individuals and groups who seek help from school or agency counselors. This is a minimum 100 clock hour experience supervised by both an on-site counselor and a college supervisor.

695. Internship in School or Agency Counseling 6 semester hours
 A planned, supervised 600 clock hour counseling experience in a school or agency setting, in which the student will perform all activities expected of a professional school or agency counselor. The intern will be supervised by both an on-site counselor and a college supervisor.

Economics

600. Economics in World Perspective	3 semester hours
A study of the background, development and future prospects of economic forces on the world stage.	

Education

500. Language Arts and Children's Literature	3 semester hours
Advanced study in the classroom instruction of language arts and children's literature programs in the early childhood, elementary, and middle school curriculum.	
600. Philosophical Foundations of Education	3 semester hours
An analysis of the historical, philosophical, and social interaction between the American social structure and the contemporary educational system.	
602. Philosophical and Curricular Foundations of Education	3 semester hours
Primary source readings in the philosophical, psychological, historical, and curricular foundations of secondary English instruction. Integrations and application of these readings will lead to the creation of a grade-level curriculum.	
610. Curriculum Development	3 semester hours
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.	
614. Measurement, Assessment, and Evaluation	3 semester hours
An in-depth study of the methods and procedures involved in the process of student evaluation with emphasis upon the assessment procedures related to the learning process. Students will be involved in practical application of the technique with school age children and will have the opportunity to work with informal assessment procedures as well as standardized measures and teacher-made evaluation techniques.	
615. Strategies of Teaching	3 semester hours
An examination of a variety of strategies of instruction, including numerous peer teaching experiences.	
616. Methods of Teaching English	3 semester hours
An examination of the concepts and methods of teaching all aspects of the English curriculum, with emphasis on videotaped practice in the three primary teaching modes: presentation, questioning, and induction.	
617. Social Studies Teaching Strategies	3 semester hours
An examination of current teaching strategies in the social studies, emphasizing peer teaching experiences.	
620. Methods of Research	3 semester hours
A study of the scientific method, research techniques, and methodology, with emphasis upon statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods.	
621. Research in English Education	3 semester hours
A study of empirical research as applied to English education, including selecting and researching a problem, creating a proposal, carrying out the	

research methodology in a field-based study, and reporting and discussing the findings in a final report; also, measurement, statistics, testing, and evaluation are studied.

622. Research in Social Studies Education 3 semester hours

A course in research as applied to history and social science including the research and writing of two projects, one in history and one in social science.

625. Diagnostic Procedures in the Teaching of Reading and Content 3 semester hours

A diagnostic-prescriptive approach to teaching and learning communication skills including experience in using informal testing, standardized tests, and criterion-referenced tests. Pre-requisite: Reading Foundations (undergraduate or graduate).

655. Advanced Children's Literature 3 semester hours

An advanced study of children's literature, emphasizing its use to enhance reading instruction across the curriculum. Such current topics as bibliotherapy, children's poetry, book selection and evaluation are examined.

658. Foundations of Writing Instruction 3 semester hours

An exploration of the relationship between reading and writing including classroom application of literature on writing instruction and on teaching through writing.

675. Internship in Teaching 6 semester hours

Full time supervised teaching in the public school required.

685. Seminar in Elementary Education 3 semester hours

A seminar for discussion and examination of current issues in elementary education.

692. Seminar in Social Studies Education 3 semester hours

A seminar for the study of current issues in social studies education. The primary emphasis will be the synthesizing of materials covered in the program.

English

649. American Literature: Its Masters and Masterpieces 3 semester hours

Focuses on major authors in American Literature (from approximately 1835 to 1925) who have contributed to distinctive developments in literary form, theme, and style. Representative works of such authors as Poe, Hawthorne, Whitman, Dickinson, Twain, Crane, O'Neill and Hemingway will be read for discussion and for written and oral analysis.

651. Major British Writers of the Nineteenth Century 3 semester hours

A study of the poetry, fiction, and drama of such writers as Wordsworth, Coleridge, Keats, Tennyson, Browning, Dickens, and Shaw.

653. Contemporary Trends in Literature	3 semester hours
Focuses on contemporary development of the creative genres, with primary emphasis on fiction. In surveying modern directions of literature, particular emphasis will be placed on works by women, blacks, native Americans, and other minority groups whose contributions to literature have been recognized only in the relatively recent past.	
655. Adolescent Literature	3 semester hours
An advanced study of adolescent literature, emphasizing the use of reading skills. Both classical and contemporary adolescent literature are included. Such current topics as bibliotherapy, censorship, book selection and evaluation are examined.	
657. History and Development of the English Language	3 semester hours
Advanced studies in the history and etymology of the English language; influences of the Germanic languages, French, and Latin; traditional grammar, structural linguistics, and generative/transformational theory; phonology and dialect; current usage.	
659. The Teaching of Writing	3 semester hour
An examination of varieties of language use, styles of expression, and writing processes. Research-based study of the evaluation of writing and instruction in writing. Students will write during the course.	
691. Seminar in Culture and Literary Expression	3 semester hours
Focuses on recognizing the relationship of cultural heritage to the written and spoken word, to creativity, and to communication.	

Health

500. Comprehensive Health Education	3 semester hours
A study of the development process of a comprehensive health education program.	
501. Drug/Alcohol Education	3 semester hours
Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed.	
502. Sexuality/Sex Education	3 semester hours
Advanced study of human sexuality, including basic strategies for teaching sex education.	
531. Problems in Health Education	3 semester hours
An intensive study of basic issues and the related literature in the health education field.	
600. The School Health Program	3 semester hours
Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.	
604. Teaching Strategies in Health Education	3 semester hours
An in-depth study of the development and utilization of innovative teaching strategies used in health education.	

605. Practicum in Health Education	3 semester hours
Visitations and on-the-job training with administrators in health education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education program.	
607. Supervision of Health Education	3 semester hours
A study of the basic issues involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.	
608. The School Health Coordinator	3 semester hours
A study of the role and function of a school health coordinator in a comprehensive health education program.	

Geography

600. Cultural Geography	3 semester hours
A study of the interplay of peoples, resources, and ideologies in global perspective. Emphasis will be given to Latin America and Third World cultures.	

History

601. North Carolina History	3 semester hours
A chronological study of the history of North Carolina from its colonial beginnings to the present. Emphasis given to the historical, geographical, social, and racial aspects of the state's history, as well as the national and sectional dimensions of the state's experience.	
602. Europe and the U.S.S.R. in the 20th Century	3 semester hours
A history of Europe from the background of the First World War to the present, emphasizing the interplay of world war, revolution, and economic forces upon Europe and the Soviet Union.	
603. Africa and Asia	3 semester hours
A brief survey of African and Asian history with particular attention given to the interaction of western ideas upon the traditional cultures of Africa and Asia.	
604. Topics in United States History	3 semester hours
A specialized study of selected historical developments in American history. Topics will vary from semester to semester.	

Physical Education

500. Current Trends in	
Elementary Physical Education	3 semester hours
A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.	
501. Foundations of Physical Education	3 semester hours
An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.	

531. Problems in Physical Education	3 semester hours
An intensive study of basic issues and the related literature in the physical education field.	
600. Physical Education for Special Populations	3 semester hours
A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.	
601. Psychology and Sociology of Sports	3 semester hours
An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.	
602. Research in Physical Education	3 semester hours
A study and practice of research techniques used in physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area.	
603. Scientific Principles of Physical Education	3 semester hours
A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.	
604. Teaching Strategies in Physical Education	3 semester hours
An in-depth study of the development and utilization of innovative teaching strategies in physical education.	
605. Practicum in Physical Education	3 semester hours
Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program.	
606. Seminar-Future Directions in Physical Education	3 semester hours
A conclusive seminar for the examination of future directions and trends in physical education.	
607. Supervision of Physical Education	3 semester hours
A study of the basic issues involved in supervision in physical education. Particular attention will be paid to organization and administration problems in supervision.	

Political Science

600. Civil Liberties	3 semester hours
A study of the basic freedoms and their protection under American law. Emphasis will be given to selected cases and the evolution of constitutional guarantees.	

Psychology

600. Educational Psychology	3 semester hours
Designed for in-service teachers, this course is an in-depth analysis of psychological foundations of education with emphasis given to theory and	

practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

601. Psychodiagnostics 3 semester hours

A survey of the major diagnostic groups included in the Diagnostic and Statistical Manual currently published by APA. Ability to diagnose all types of clients using diagnostic tools required.

621. Crisis Intervention Counseling 3 semester hours

Didactic and experiential training in crisis intervention counseling with attention to all major types of crises. Developmental, cultural, racial, and gender issues explored.

630. Agency Counseling:

An introduction to the practice of mental health counseling with an emphasis on the mental health needs of children, youth, and adults, substance abusers, and mentally handicapped clients. Included will be a survey of prevention, outpatient, day treatment, emergency, and consultation services.

640. Advanced Psychology of Human Development

This course is an in-depth look at the theories and methods of developmental research. Major topics include current research on genetic and environmental influences on behavior, typical counseling issues at different developmental levels, cultural differences, cognitive development, language, intelligence, gender and aggression.

645. Advanced Clinical Methods 3 semester hours

A course designed to train the student in advanced clinical care techniques. Emphasis will be on family systems therapy and cognitive behavior therapy.

650. Psychoeducational Issues in Counseling

Focus on issues of educational psychology, educational and psychological testing; substance abuse; and human sexuality.

School Administration

618. Educational Leadership 3 semester hours

Introduction to a theoretical foundation of organizational behavior. Exposure to systems theory, motivation, leadership styles, organizations, change and conflict, and decision making.

640. Introduction to Educational Administration 3 semester hours

An examination of the aspects of educational administration, with a look at the federal, state, and local role from the legal, financial, and controlling aspect.

650. School Law 3 semester hours

An examination of the legal aspects of school and school systems operations. Special emphasis given to case law, discipline, personnel, and policies and procedures.

655. School Finance and Budgeting 3 semester hours

A study of the theory and operations of school financial systems. Special emphasis will be given to local, state, and national revenue sources, and the budgeting methods and processes used at the central and school levels.

660. The Principalship	3 semester hours
An overview of the responsibilities associated with the position with emphasis on the conceptual, technical, and human aspects. Numerous practical activities.	
665. Supervision of Instruction	3 semester hours
An examination of the role of the principal relative to the instructional program, staff development, and curriculum evaluation with emphasis upon a clinical and developmental approach to supervision.	
695. Internship and Seminar	3 semester hours
A culmination of the study of the principalship. Involvement with a diverse set of activities appropriate to individual goals under the direction of college and site-based personnel.	

Social Studies Education

500. Social Studies for Elementary Education	3 semester hours
Social studies methodologies and content for early childhood and intermediate teachers.	
601. Current Events	3 semester hours
A course which explores current world problems through review of newspaper, periodical, and current writings by scholars in the field.	
608. Readings in Social Studies Education	3 semester hours
Directed readings involving an extensive survey of the most recent literature in the field of social studies education.	



Directory and Appendices

Officers of the Corporation

John T. McCulloch, *Chairman*

George Blanton Jr., *Vice Chairman*

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Grady Duncan, *Treasurer of the Corporation*

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Joe Mauney, J.D., *Attorney*

A. Frank Bonner, Ph.D., *Assistant Secretary*

Donnie O. Clary, *Assistant Treasurer*

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Terms Expiring December 31, 1991

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Terms Expiring December 31, 1992

Forrest H. Burgess, *Forest City, N.C.*

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Terms Expiring December 31, 1993

C. Neal Alexander, Jr., *Lincolnton, N.C.*

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 Colleen L. Silver, *Kings Mountain, N.C.*

Terms Expiring December 31, 1994

Ralph L. Bentley, M.D., *Statesville, N.C.*
 Russell Fitts, *Lawndale, N.C.*
 Jack B. Isaacs, *Shelby, N.C.*
 Betty Emmett Knox, Ed.D., *Raleigh, N.C.*
 Bettie S. Morris, *Rutherfordton, N.C.*
 Bernard H. Parker, *Raleigh, N.C.*
 W. Bruce Rabon, *Shelby, N.C.*
 Thomas Max Robbins, *Mooresboro, N.C.*
 Ralph Spangler, *Lawndale, N.C.*

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 Hobart C. Smith, L.H.D., Past Chairman, Board of Trustees
 Cline W. Borders, Director of Missions, Kings Mountain Baptist Association
 Anna Christine Vaughn, Youth Trustee
 Mary Beth Searcy, Youth Trustee

Graduate Faculty, 1988-89

M. Christopher White, 1986*, *Professor of Religion; President of the College*
 A.B., Mercer University, M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University

A. Frank Bonner, 1987, *Professor of English; Vice President for Academic and Student Affairs*
 B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Gilmer W. Blackburn, 1968, *Professor of History, Dean of Academic Affairs*
 A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill

* *Year of Appointment*

Darlene J. Gravett, 1989, *Professor of English, Director of Graduate Studies*
B.A., Eastern Kentucky University; M.Ed., University of Miami;
Ph.D., University of Southern Mississippi

Louis Langston Aikens, 1989, *Professor of Education*
B.S. Bluefield State College; M.Ed., Kent State University;
Ph.D., Bowling Green State University

Robert R. Blackburn, 1958-62; 1969, *Professor of Health Education and*
Physical Education
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D.,
George Peabody College for Teachers

Joyce C. Brown, 1966, *Professor of English; Chair, Department of English*
B.S., M.A., Appalachian State University; Ph.D., University of
Southern Mississippi

Frieda F. Brown, 1985, *Associate Professor of Psychology*
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D.,
University of Louisville

Gary L. Chandler, 1987, *Associate Professor of Health Education and*
Physical Education
B.A., M.Ed., Appalachian State University; Ed.D., University of
North Carolina at Greensboro

Anthony F. Eastman, 1966, *Professor of History*
B.A., Union University; M.A., Memphis State University; Ph.D.,
University of Southern Mississippi

Terry L. Fern, 1980, *Professor of Music*
B.M., Oklahoma Baptist University; M.M., University of Louisville;
D.M.A., North Texas State University

Roger G. Gaddis, 1974, *Professor of Psychology; Chair, Department of*
Psychology
B.A., University of North Carolina at Charlotte; M.A.,
University of Tennessee; Ph.D., University of South Carolina

F. Keith Griggs, 1965, *Associate Professor of Business Administration and*
Management Information Systems; Chair, Broyhill School of Management
B.S., M.A., Appalachian State University; M.Ed., University of
North Carolina at Charlotte; Ed.S., Western Carolina University;
Ed.D., Virginia Polytechnic Institute and State University

Barry E. Hambright, 1969, *Professor of History and Political Science*
A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A.,
University of Massachusetts; Ph.D., University of South Carolina

Delores M. Hunt, 1978-80; 1982, *Professor of Health Education and*
Physical Education; Chair, Department of Health Education and
Physical Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State
University

Paul W. Jolley, 1962, *Professor of Mathematics; Chair, Department of Mathematical Sciences*

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina at Chapel Hill; Ed.D., Florida State University

Anthony I. Negbenebor, 1989, *Assistant Professor of Economics*
B.S., M.S., Ph.D., Mississippi State University

Mary E. Outlaw, 1989, *Assistant Professor of Education; Chair, Department of Education*

A.A., Lake-Sumter Community College; B.A., Palm Beach Atlantic College; M.S.Ed., Northern Illinois University; Ed.D., University of Georgia

Patricia W. Partin, 1988, *Professor of Psychology and Education*

B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

C. Sherman Parrish, 1970, *Professor of Chemistry*

A.B., Berry College; Ph.D., University of Mississippi

G. Clinton Prim, Jr., 1989, *Assistant Professor of History*

B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University

Launita E. Proctor, 1969, *Professor of Health Education and Physical Education*

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Ph.D., Vanderbilt University

William G. Sugg, 1990, *Professor of Education*

B.S., Campbell University; M.Ed., University of Virginia; Ed.D., George Peabody College of Vanderbilt University

James K. Taylor, 1964, *Professor of English*

B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania

Jeffrey L. Tubbs, 1982, *Professor of Health Education and Physical Education*

B.A., Bryan College; M.S., D.A., Middle Tennessee State University

Bonnie M. Wright, 1985, *Assistant Professor of Psychology*

B.S., North Georgia College; M.S., Ph.D., University of Georgia

Administrative Officers and Staff

M. Christopher White, A.B., M.Div., Ph.D., *President*

Tracy C. Jessup, B.A., *Assistant to the President*

Kathryn C. Eeds, *Administrative Assistant to the President*

Academic and Student Affairs

A. Frank Bonner, B.A., M.A., Ph.D., *Vice President of Academic and Student Affairs*

Mildred B. Poston, A.A., *Administrative Assistant to the Vice President of Academic and Student Affairs*

Academic Affairs

Gilmer W. Blackburn, A.A., B.A., M.A., Ph.D., *Dean of Academic Affairs*

Mildred B. Poston, A.A., *Administrative Assistant to Dean of Academic Affairs*

Graduate Program

Darlene J. Gravett, B.A., M.Ed., Ph.D., *Director of Graduate Studies*

Stephen E. Sain, B.A., M.A., *Assistant Director of Graduate Studies*

Elizabeth B. Glenn, A.A., *Secretary to the Office of Graduate Studies*

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Evan M. Thompson, B.A., M.A., Ed.S., *Dean of Special Studies*

John D. Whiteheart, A.B., M.A., M.B.A., *Assistant Dean of Special Studies*

Joyce B. Summers, B.S., *Secretary to the Office of Special Studies*

Margaret H. King, B.S.M., *Secretary to the Office of Special Studies*

Academic Advising Center

Melvin R. Lutz, Jr., A.A., B.A., M.A., *Dean of Academic Advising*

Elaine P. Ashley, *Secretary of the Academic Advising Center*

Harvey B. Hamrick, Jr., A.A.S., B.S., *GOAL Business Adviser*

Library

Valerie M. Parry, B.A., M.S.L.S., *Library Director*

G. Robert Parnell, B.A., M.S., M.L.S., *Reference Librarian*

Ruth A. Smith, B.Mus., M.L.S., *Public Services Librarian*

Carolyn B. Hunt, *Executive Assistant to the Library Director*

Marie A. Wellmon, CPS, *Acquisitions Assistant*

Thomas E. Rabon, Jr., B.A., *Day Circulation Supervisor*

J. Harrison Williams, B.A., M.A., *Technical Services Assistant*

P. Dean White, *Periodicals Assistant*

Margaret Christopher, *Media Assistant*

Ola Maye Crow, *Night Circulation Assistant*

Registrar

Judith L. Walker, B.S., M.S., *Registrar*

Lou Ann P. Scates, B.A., *Associate Registrar*

Joyce Crumpton, B.S., *Transcript Evaluation Officer*

Dorethia Miller, *Secretary to the Registrar*

Departmental Secretaries

Joetta M. Eastman, *Part-time Secretary to the Department of Health Education and Physical Education*

Barbara Merritt, *Secretary to the Department of Education*

Student Development

E. Jerome Scott, A.A., B.S., M.A., *Dean of Student Development*

Vicki S. Webb, A.A.S., *Administrative Assistant to the Dean of Student Development*

Benjamin F. Davis, B.A., M.Div., *Director of Counseling*

Hope Q. Toney, B.A., *Director of Career Services and Placement*

M. Burdette Robinson, B.A., M.Div., *Campus Minister and Director of Campus Ministries*

Security and Traffic

David L. Helton, B.S., *Director of Department of Safety*

Business Affairs

Donnie O. Clary, B.S., *Vice President for Business and Finance*

David H. Roach, B.S., *Assistant to the Vice President for Business and Finance*

Roberta C. Parris, B.S., *Director of Personnel Services and Assistant to the Vice President for Business and Finance*

Business Office

Earl H. Godfrey, Jr., A.S., B.S., *Comptroller*

Shirley B. Pyron, *Student Accounts Manager*

Financial Planning

Pamela R. Watson, B.S., *Assistant Director of Financial Planning*

Kaye H. Schenck, *Financial Planning Counselor*

Christie S. Boyer, B.S., *Financial Planning Counselor*

Computer Services

Dan W. Proctor, A.A., B.A., B.D., Ph.D., *Director of Administrative Computing*

Campus Shop

Frieda B. Collins, A.A., *Campus Shop Manager*

Angela F. Gibson, B.S., *Assistant Campus Shop Manager*

College Relations

Ralph W. Dixon, Jr., B.S., *Vice President for College Relations, Director of the Broyhill Academy for the Study of Independent Concepts*

Glenda S. Crotts, *Administrative Assistant, College Relations*

Development

Evans P. Whitaker, B.A., M.Ed., *Associate Vice President for College Relations*

Mickey B. Sharpe, B.S., *Director of Alumni Relations and Annual Giving*

Joann W. Lutz, *Director of Planned Giving*

Robert T. Parsons, Jr., B.A., M.A., D.Min., *Director of the B.E. Morris Academy*

Robin T. Burton, B.A., *Director of Public Information*

Wilson W. Brooks, B.S., *Director of Graphic Design and Advertising*

Timothy E. Vaughn, B.S., M.A., *Sports Information Director*

Pam Sharts, B.A., *Photographer/Information Services Assistant*

Alma Mater

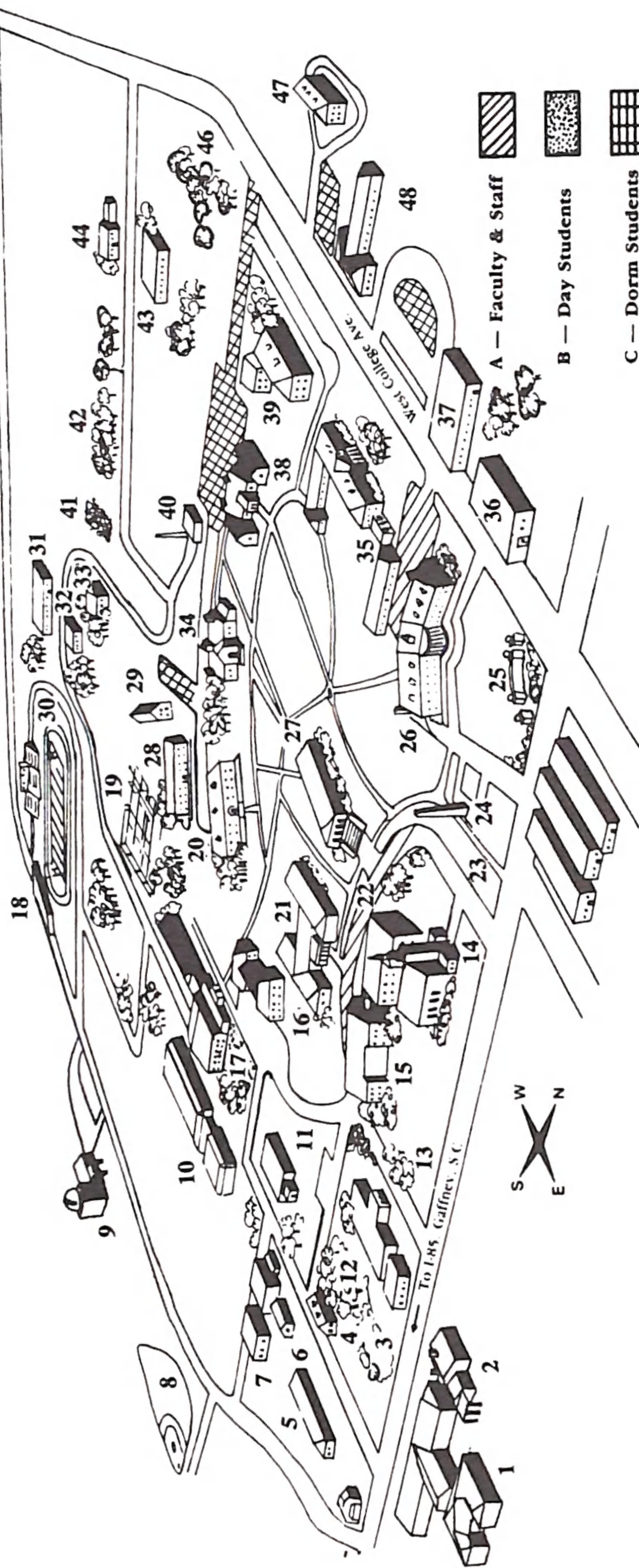
Hammett-Hammett

At the foot of the mountains
Is our College; proud she stands,
Serving all who want her service,
Blessing all with outstretched hands.

With our hands we will serve thee,
Gardner-Webb, our College fair;
In our love we will uphold thee;
Our wealth we'll gladly share.

Chorus

Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, our faith, eternally



Gardner-Webb College

Admissions Offices/Financial Planning	37	Mauney Hall	7
Bost Gym/Swimming Pool	17	Memorial Wildflower Garden	41
Campus House	44	Nanney Baseball Field	39
Charles I. Dover Campus Center	21	Nanney Hall	19
Communications House	2	Noel House	36
Craig Classroom Building	34	(Center for Hearing and Visually Impaired)	23
Crawley Memorial Hospital	45	O. Max Gardner Building	6
Decker Hall	16	Physical Plant/Maintenance Shop	26
Dixon Gate	46	Power Plant	9
Elliott Hall	22	Radio Station/Guest House	47
Elliott House	12	Royster Hall	48
Reception Center		Science Hut	33
Student Publications		Spangler Gate	25
Safety and Security			
Ernest W. Spangler Memorial Stadium	30		
GOAL Offices	5		
Grounds Storage	31		
Hamrick (E.B.) Building	27		
Hamrick (V.F.) Field House	18		
H.A.P.Y Hall	35		
Jarrell Gate	13		
John R. Dover, Jr. Chapel	14		
John R. Dover, Sr. Library	11		
Kathleen N. Dover Memorial Garden	3		
Light Tower	24		
Lindsay Classroom Building	15		
Lutz-Yelton Convocation Center	10		
Lutz-Yelton Hall	28		
Spangler and Myers Halls	29		
Spring	42		
Stroup Hall	8		
Suttle Tennis Courts	43		
U.S. Post Office	4		
Visitors' Parking Area			
Washburn Building			
(Foreign Language Studies)			
Webb Administration Building			
Williams Observatory			
Withrow (A.T.) Science Building			

Communications with Gardner-Webb College

This bulletin contains pertinent information about Gardner-Webb College, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

Correspondence relating to official business should be addressed as follows:

President

General information

Dean of Academic Affairs

Academic program

Academic work of students in college

Faculty positions

Department of Education

Graduate advising

Certification, graduate or undergraduate

Evaluation of course work for entrance

Department of Physical Education

Graduate advising

Evaluation of course work for entrance

Director of Graduate Studies

Graduate Program admissions

Graduate Program curriculum and policies

Dean of Student Development

Housing

Student affairs

Vice President for Business and Finance

Payment of student accounts

Inquiries concerning expenses

Vice President for College Relations

Public relations

Contributions, gifts or bequests

Estate planning

Director of Placement

Career options for students

Employment of seniors and alumni

Registrar

Requests for transcripts

Evaluation of transfer credits

Student educational records

Director of Alumni

Alumni affairs

Parent relations

